Consensogram results based on the document “What to Look for in a CRWP Classroom”

What is your comfort level with teaching the following strategies dealing with **Students Working with Sources?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students Working with Sources** | very comfortable | somewhat comfortable | I would like to know other ways to teach |
| Annotating texts: underlining, commenting, summarizing | 6 | 2 | 6 |
| Responding to texts: agreeing or disagreeing | 5 | 8 |  |
| Identifying features of argument writing in the texts: claim, evidence, counter-argument | 4 | 6 | 4 |
| Looking at multiple texts to define the range of opinion on a topic | 1 | 4 | 10 |
| Assessing the credibility and perspective of a text | 4 | 3 | 5 |
| Talking with each other about the strength of a text’s evidence for an argument | 4 | 4 | 7 |

What is your comfort level with the following strategies dealing with Students Writing?

|  |  |  |  |
| --- | --- | --- | --- |
| **Students Writing** | very comfortable | somewhat comfortable | I would like to know more ways to teach |
| Talking purposefully about their writing |  | 8 | 7 |
| Writing arguments routinely and informally |  | 6 | 7 |
| Taking risks, trying more sophisticated writing | 5 | 4 | 4 |
| Drafting, responding, revising, editing, publishing | 6 | 5 | 2 |
| Composing and revising claims | 4 | 7 | 3 |
| Using sources in their writing | 10 | 1 | 3 |
| Writing from opposing points of view | 6 | 4 | 1 |
| Creating, assessing and revising a line of reasoning in their writing to tie together claim and evidence | 2 | 7 | 4 |
| Writing longer arguments (over two pages) | 9 | 1 | 4 |

What is your comfort level with the following items regarding teacher practice?

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Practice** | very comfortable | somewhat comfortable | I would like other ways to teach this. |
| Teaching mini-lessons or targeted direct instruction on using sources, writing claims, and elements of good arguments | 8 | 8 |  |
| Circulating among working students, coaching and providing individualized instruction and feedback | 13 |  |  |
| Facilitating productive peer response | 3 | 3 | 9 |
| Using mentor texts to teach elements of argument writing | 5 | 3 | 7 |
| Highlighting strong student work for other students to see | 12 | 2 | 1 |
| Using your own thinking and writing as a model for students | 11 | 3 | 1 |